

SHIELD ROAD PRIMARY SCHOOL



Behaviour, Rewards and Sanctions policy

Author/Person Responsible	Headteacher/Chair of Governors
Date of Ratification	October 2024
Review Group	Full Governing Body
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Review Date	October 2026
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Related Policies	Anti-Bullying Biting Managing Allegations Equality
Chair of Governor's Signature	<i>Simon Quarrie</i>

Aims of this policy

This policy applies to all pupils in school. Children with specific learning difficulties will have additional personalised behaviour or SEN plans to meet their needs.

Shield Road Primary				
Vision Statement To shine and to grow into life-long learners.				
Aspiration	Excellence		Achievement	
Core Values				
Responsibility	Hope	Friendship	Respect	Kindness
Learning Behaviours				
Collaborate	Reflect	Persevere	Independence	Pride
Key Drivers				
Community	Diversity		Purpose	

Be Ready
Be Respectful
Be Safe

1. What do we want our school to be like?

- The children's behaviour and the school ethos are in line with our school Vision.
- A safe and happy learning environment where all children are excited about learning and making a positive contribution.
- Every member of the school community should be treated fairly, equally and with consideration.
- A place where people feel good about themselves.
- Somewhere to experience a sense of calm and order in a caring working atmosphere.
- An exciting place where children and staff have the opportunity to be creative and celebrate their talents.
- Positive relationships to be embedded across the school.

We will use the following for our children to understand what is expected each day:

**Be Ready
Be Respectful
Be Safe**

2. Learning behaviour

What is learning behaviour? At Shield Road Primary School we believe that certain traits of behaviour, linked to our school vision, **promote** effective learning:

- Concentrating
- Being motivated and interested
- Persevering
- Having good self-control
- Being confident
- Having a sense of empathy
- Taking risks
- Valuing others and their opinions
- Being receptive to advice
- Having the capacity to self-evaluate
- Being independent
- Being co-operative
- Being reflective
- Taking care over work

We try to promote these learning qualities by modelling them, discussing them with children and drawing attention to those children who exemplify these qualities.

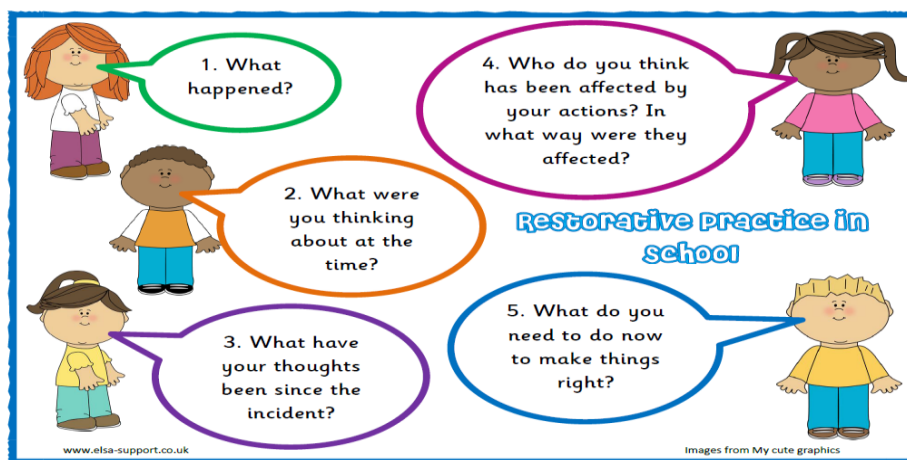
3. What strategies will we use to help children to behave well and engage in learning?

- Build positive relationships
- Ensure a consistent approach involving all staff, parents and children working as a team.
- Teach children self-awareness, empathy, social skills, managing feelings and setting goals.
- Plan lessons carefully so that all children can succeed and feel able to take risks
- Provide opportunities for children to reflect on their own behaviour and learning
- Provide opportunities for children to understand their own and others' feelings.
- Plan activities to capture the children's imagination and to stimulate their interest
- Provide challenge for all pupils

- Develop a strong and effective relationship with parents/carers

4. At Shield Road we strive to promote for *Behaviour for connection*

- This means that we emphasise the importance of relationships, learning conversations with children and encouraging children to address behaviour issues through thinking and expressing their feelings.
- Staff address pupil conflicts or issues through questioning (see below)
- We use rewards and sanctions where appropriate, but also promote restorative justice in school.



Summary : Behaviour to Maintain Connection

During incidents

- Use the language of emotions, language and values.
- Problem solve with the child. How can we make this better.

Longer term

- Teach and model learning behaviour.
- Provide children with dilemmas, scenarios, role play opportunities in which they consider behaviour choices.
- Use restorative practice in reflection time and when needed.
- Ensure all staff use 'maintaining connections' approach.
- Maintain a positive, assertive but calm approach.

a) Behaviour that hurts or injures others physically or emotionally or is disrespectful

E.g. Bullying, fighting, including play fighting, racist, sexist or homophobic comments or behaviour, inappropriate language e.g. swearing, defiance or rudeness to any adult, name calling or teasing, continued interruptions to others and non-compliance with adults' instructions.

b) Behaviour that is unsafe

E.g. Running inside the school building, not following adult's instructions, dangerous behaviour, leaving the classroom without asking permission

c) Behaviour that is destructive

E.g. Deliberately damaging other people's property (bags, packed lunches, work) or damaging school property.

5. What can children do to help?

**Be Ready
Be Respectful
Be Safe**

6. What can school staff do to help?

- Intervene promptly to ensure that everybody is kept safe
- Be prepared to explain clearly to children why behaviour is unacceptable
- Discuss the consequences of their behaviour with the child and how this behaviour makes people feel
- Value children as individuals
- Reward good behaviour in an appropriate way
- Make an explicit link between behaviour, positive or negative, and learning
- Reinforce the importance of learning attitudes, as well as adherence to the school rules
- Have an up-to-date record-keeping system of children's behaviour
- Apply rules consistently

What can parents/carers do to help?

- Ensure your child gets to school regularly, punctually, well-rested and ready to learn

- Support the school when any sanctions are imposed, and reinforce the school's efforts at home
- Value your child's education
- Contribute to a mutually supportive atmosphere between home and school
- Inform the school of any factors which may affect your child's progress, behaviour or health
- Work closely with the school to resolve issues (see Appendix A)

7. How will we show when we are pleased and have noticed that children are trying hard?

- Praise/rewards
- By smiling, giving the thumbs up
- By stickers at the end of the day
- Certificates sent home.
- By implementing class reward systems (e.g. Class Dojo)
- Holding celebration assemblies weekly
- Linking celebration assemblies to termly values

8. What is Bullying?

- Incidents of bullying can take many forms (physical, verbal or emotional abuse) but will be ongoing and deliberate (see our Anti-Bullying Policy).

9. How will incidents of bullying be recorded and followed up?

- A central record of incidents of bullying will be collated (CPOMs), based on reports from teachers, Teaching Assistants, SMSA's and Headteacher. Children should tell an adult about any incidents immediately.
- Bullying is an issue which is discussed in PHSE lessons' (Jigsaw) as well as in assemblies.

10. Inclusion

The school has put in place a number of systems to support 'vulnerable children who have social and emotional difficulties':

- Strong home-school links.
- Behaviour cards for key children to be completed by the teachers.
- Separate reward systems for these children.
- Some support provision.
- Support from SENCO, Behaviour Consultant, Pastoral Worker, Parent Liaison Worker.
- Selective use of quiet areas in the school at lunchtime.

11. Positive Handling

We would use Positive Handling, as a last resort when de-escalation strategies have failed, as part of our behaviour management approach. Positive Handling is a system of safe holding techniques used where necessary to prevent a pupil from harming themselves or others, causing serious damage, or significantly disrupting the environment. Any use of physical intervention will be reasonable, proportionate, and for the shortest time necessary, in line with current government guidance on the use of reasonable force in schools.

Some staff have received Positive Handling training through Intelligensa and are authorised to use these techniques where appropriate. However, all staff have a legal duty of care and may use reasonable force if necessary to keep pupils safe. All staff prioritise de-escalation and prevention, and physical intervention is never used as a form of punishment. Any incidents involving Positive Handling will be recorded, reported, and reviewed in line with school procedures, ensuring the safety and dignity of all pupils and staff are maintained. This approach is in line with the Department for Education guidance *Use of Reasonable Force in Schools*.

SANCTIONS

These sanctions guide conduct of pupils for 99% of the time. Professional judgement of behaviour in context is paramount.

Stage	Behaviour Example	Possible Sanction	Comments
Stage 1	Swinging on chair Interrupting/calling out Losing concentration Running inside the school building Being in the wrong place at the wrong time. Ignoring instructions Silly noises Pushing in line	Quiet reminder Non-verbal signals (e.g. eye contact, pointing) Change of seating Use of warning system escalating to miss part of break/lunchtimes	Often praising good behaviour (e.g. 'Thank you to all of you who are walking along the corridor sensibly') has a positive effect on those not behaving.
Stage 2	Red card issued: 3 or more warnings in class Rudeness Inappropriate remark to other pupils Minor challenge to authority Damaging school's/pupil's property Leaving class without permission Harmful/offensive name calling	Parents to be informed by the class teacher Child may be sent to a member of the School Leadership Team	Incidents to be recorded on CPOMs Parents to be informed
Stage 3	2 or more red cards issued in a week: Throwing objects with intent to harm Continued or more serious cheek/challenge to authority Stealing Repeated refusal to do set task Highly offensive remarks to children or staff	SLT/SENCo contacts parents	Separation of children at lunchtime – if needed SEN support sought/ Involvement of outside agencies

Stage 4	<p>Bullying Fighting Racism Violence Very serious challenge to authority Serious vandalism</p>	<p>Headteacher informed Meeting with parents Loss of playtimes and Ban on representing the school and/or trips outside school – fixed period Internal exclusion from lesson</p>	<p>Situation to be monitored by teachers and Headteacher</p> <p>SEN support sought/ Involvement of outside agencies</p>
Stage 5	<p>Leaving school without permission/ jumping the fence Persistent verbal abuse to a member of staff Physical abuse to any member of staff/adult-hitting, biting, spitting Serious violence towards others or threatening behaviour</p>	<p>Exclusion for morning or afternoon to include a lunchtime – fixed period</p> <p>Exclusion for a fixed term</p>	<p>Situation to be monitored by teachers and Headteacher</p> <p>SEN support sought/ Governors informed</p> <p>Involvement of outside agencies</p>
Stage 6	<p>Repeated Stage 5 behaviour</p>	<p>Governor Disciplinary Sub-committee convened</p> <p>Permanent exclusion from school</p>	